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ABSTRACT

This module is part of a set of management and supervisor training (MAST) materials developed by the Department of Energy for the Waste Isolation Division. Its stated purpose is to enable trainees to develop and apply leadership in the workplace. The first section of the module is an introduction that includes a terminal objective and opening remarks intended to focus the trainees' attention on the subjects discussed in the module. Most other module sections begin with a list of enabling objectives. Many sections contain "critical incidents" or real-life occurrences at the Department of Energy's Waste Isolation Pilot Plant that relate to the section topic. Some illustrate effective management practices, and some illustrate ineffective ones. Each critical incident includes "lessons learned" information. Section topics are as follows: identifying basic leadership functions, recognizing basic leadership qualities, and developing leadership skills. A module conclusion lists further leadership responsibilities. A practice test follows. Answers and feedback for the test are provided. (YLB)

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ED 395 149

Waste Isolation Division
Management and Supervisor Training (MAST) Program

LEADERSHIP

MAS-103

APPROVAL

This module is approved for use.

_____ _____
Manager, Human Resources Development — Date

_____ _____
Manager, Human Resources — Date

TRAINEE INFORMATION

Trainee Name:_____

Trainee SS#:_____

Date Module Started:_____

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For Completion of
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It is not the critic who counts: not the man who points out how the strong men stumbled or where the doer of deeds could have done them better.

The credit belongs to the man who is actually in the arena; whose face is marred by dust and sweat and blood; who strives valiantly; who errs and comes short again and again; who knows the great enthusiasms, the devotions, and spends himself in a worthy cause.

Who, at the best, knows the triumph of high achievement; and who, at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid who know neither victory nor defeat.

Theodore Roosevelt

A. INTRODUCTION

Terminal Objective

Upon completion of this module, the trainee will be able to develop and apply leadership in the workplace.

Mastery of the terminal objective will be demonstrated by scoring 80% or higher on the module examination.

The DOE complex is currently undergoing vast changes. Leadership is valuable in this dynamic environment. Why? Because leading in such an environment is not easy, but is essential to the future success of the DOE complex.

"Leaders are born, not made." "Leadership is a rare skill." Perhaps you have heard statements like these. Although widely believed, these statements are myths. There are many popular myths concerning leadership, including the following:

MYTHS	REALITIES
Leadership is a rare skill.	Everyone has leadership ability.
Leaders are born, not made.	People can learn to become effective leaders.
Leaders are only created by extraordinary circumstances and great events.	Leaders function in a variety of circumstances.
Leadership exists only at the top of an organization.	Companies have many leadership roles at all levels of the organization.
The leader controls, directs, prods, and manipulates people.	Effective leaders use power to empower others.
Leaders are charismatic.	Most leaders are all-too-human, flawed, fallible, and have no particular charm.

Research on leadership indicates that nearly every one of us can increase our capacity to lead. We will not all become Winston Churchills or George Washingtons, but we can effectively lead the WID to a position of preeminence in the DOE complex. The choice is ours. Let's spend the rest of this module increasing our capacity to lead.

Reference: Leaders: The Strategies for Taking Charge by W. Bennis and B.

Nanus, 1985.

B. IDENTIFYING BASIC LEADERSHIP FUNCTIONS

Enabling Objectives

Upon completion of this section, the trainee will be able to perform the following:

1. Define the term, "leadership."
2. Identify the elements produced by leadership.
3. Identify the basic functions of leadership.
4. Identify good and poor practices associated with leadership functions.
5. Given an employee-manager scenario, evaluate the manager's effectiveness in performing the basic functions of leadership.

Leadership is an ageless topic that has been studied from many different viewpoints. In this module, when we use the term "leadership," we are referring to the process of helping to direct and mobilize people and/or their ideas to achieve a shared vision. The elements produced by leadership are movement and change. Throughout the ages, individuals seen as leaders have produced movement and change, sometimes for the better and sometimes not. They have done so in a variety of ways, though their actions always seem to boil down to establishing where a group of people should go, getting the group lined up in that direction and committed to movement, and then energizing the group to overcome the inevitable obstacles it will encounter along the way.

What constitutes good leadership has been a subject of debate for centuries. We usually label leadership "good" or "effective" when it moves people to a place in which both they and those who depend upon them are genuinely better off. Good leaders accomplish this without trampling on the rights of others. To produce movement and change, leaders perform three basic functions:

1. Establishing direction - developing a vision of the future and establishing strategies for producing change needed to achieve the vision.
2. Aligning people - communicating the direction and creating

coalitions of people who understand the vision and are committed to its achievement.

3. Motivating and inspiring - keeping people moving in the right direction despite major political, bureaucratic, and resource barriers. This is done by appealing to very basic, but often untapped, human needs, values, and emotions.

ESTABLISHING DIRECTION

The direction-setting function of leadership creates vision and strategies. When we use the term "vision," we are not necessarily referring to something mystical or intangible. A vision is simply a description of something in the future, often the distant future, in terms of what it should become. The vision of the Waste Isolation Division is the following:

> WID will set the standard of excellence for the safe, environmentally sound disposal of TRU waste.

Like the WID vision, a good vision is specific enough to provide real guidance to people, yet vague enough to encourage initiative and to remain relevant under a variety of conditions. To be good, a vision must pass two tests: desirability and feasibility. We define desirability in terms of how well the future state described in a vision serves the interests of important constituencies - customers, stockholders, employees. To be feasible, a vision must be supported by strategies that explain how it is realistically possible to eventually achieve the vision. The WID vision is supported by numerous strategies such as the proactive, graded approach to compliance with new DOE orders, the conduct of operations philosophy, and the "start clean, stay clean" philosophy.

Bad visions tend to exhibit one or more of the following:

- Too vague -- does not provide enough information for people to understand or support the vision
- Too specific -- does not allow people room to exercise creativity and initiative
- Undesirable -- ignores the legitimate needs and rights of important constituencies
- Infeasible -- strategically unsound
- Unsupported -- not backed up with strategies

Should you establish direction (develop a vision and set of strategies) for your department, group, or section? The answer is a resounding yes. Establishing direction requires work. Here is the process:

1. Gather a broad range of information about your area of responsibility, especially from customers.

2. Challenge conventional wisdom.

3. Look for patterns that answer very basic questions such as:

   a. What should you do to succeed?

   b. How do customers view your products/services?

4. Generate and then test alternative directions against this understanding. Consider experimenting with some options.

5. Choose a good direction (i.e., one that is both desirable and feasible).

What is the potential impact of establishing direction? Clear direction helps produce useful change. It points out where a group should move, shows how the group can get there, and provides a message that is potentially motivating/uplifting.

ALIGNING PEOPLE

A central feature of modern organizations is interdependence, where no one has complete autonomy. Most employees are tied to many others by their work, technology, and management systems. These linkages present a special challenge when organizations attempt to change. Unless many employees line up and move together in the same direction, people will tend to interfere with or slow the progress of change. That is why aligning people is so important.

Aligning people means getting people lined up behind a vision and set of strategies to help produce needed change. Creating alignment is a major communications challenge. You have to get employees to understand and believe your vision and strategies. Alignment has been achieved when employees:

- Share a common understanding of a vision and set of strategies.
- Accept the validity of that direction.
- Are willing to work toward making it a reality.

How does one go about creating alignment? Here's how:

1. Communicate the direction to all those people whose help or cooperation is needed.

   When attempting to communicate with people in an alignment effort, the target population can include many people. It may involve not only those that report to your department, but also your boss, peers, staff in other parts of WID, suppliers, and DOE officials. To get "buy-in" from these people it is vital that you cover the "whys": Why is this direction being chosen? Why is this direction important? Why is this direction necessary?

2. Communicate the direction frequently.

   Why? Because studies show that, on the average, we listen at a 25 percent efficiency. Ideas get distorted as they travel through the chain of command, sometimes by as much as 80 percent. Repetition is important to keep the direction clear. When communicating the direction, be sure to reinforce the "whys."

3. Communicate powerfully without relying on overused and abused communications channels and without requiring a lot of scarce employee time.

   Face-to-face communication is a powerful way to establish direction; written communication, such as a memorandum, is typically not. Employees are flooded with memos and many view them as impersonal. Written communication can be used to reinforce direction, but it should not be the sole medium for the message.

   Nearly everyone is usually pressed for time. Therefore, keep your communications short. In establishing direction, 30-minute meetings are nearly always more effective than three-hour meetings.

4. When possible, use simple images or symbols or metaphors.

   Ronald Reagan was a master at this. Even people who dislike Reagan concede that he was effective in conveying his vision for America. The key to that communication was the extremely effective use of short phrases, symbols, simple metaphors, and pictures. With these tools, he said in ten minutes in his televised addresses and speeches what most of us convey, much less effectively, in an hour or more. Note, however, that while many people respond positively to simple images, symbols, and metaphors, not all do. You may need to deliver a more complex message to some groups, such as your superiors.

5. Demonstrate an unswerving dedication to your vision and strategies (leadership by example).

   You always send powerful messages to employees through your behavior: make sure that your words and deeds are consistent.

What is the potential impact of aligning people? An aligned group of employees has the potential of making progress toward a vision. How does this take place? First, all employees can initiate actions to push the organization toward the vision. Second, because everyone is aiming at the same target, the probability is less that a single employee's initiative will be stalled because it conflicts with someone else's goals.

MOTIVATING AND INSPIRING

When trying to produce a change of any significance, people aligned to even the most sensible of directions almost always encounter serious barriers. Some of these barriers can be extremely hard to foresee in advance. These roadblocks can be economic; a million dollars is suddenly needed but is nowhere to be found. Often they are bureaucratic or political; a department refuses to answer an urgent request in less than its usual two-month response time.

Getting over, around, or through barriers to change can demand extraordinary energy and effort. Obtaining a million dollars quickly might require people to work all night and to work with an intensity of imagination that is anything but normal. Getting an uncooperative department to respond in a week instead of two months will require an unusually inspired effort from somebody. With anything less than highly motivated behavior, these kinds of barriers can stop an entire change effort or slow it to a crippling pace. This is possible even if appropriate people are aligned to a sensible direction.

Since producing change is a primary function of leadership, generating highly energized behavior is as important here as direction setting and alignment. In a sense, direction setting identifies an appropriate path for movement, and effective alignment gets people moving down that path. A successful motivational effort ensures that people will have the energy to overcome obstacles in their way.

Leaders can successfully motivate and inspire by:

1. Giving clear and effective expression of a vision in a manner that stresses the values of the audience being addressed. This makes the work important to these individuals. For example, you might start by holding conversations with others about your vision. Find out what they value; then show them the connection between your vision and their values. Your goal is to have people not only understand your vision, but to feel enthusiastic about

it.

Leaders can successfully motivate and inspire by (continued):

2. Involving people in deciding how to achieve that vision or the part of the vision that is most relevant to them. This gives people a measure of control. For example, you could give employees considerable leeway in developing their pieces of a project.

3. Enthusiastically supporting people's efforts to achieve that vision. Supplement this with coaching, feedback, and role modeling. This helps employees to grow professionally and enhances their self-esteem.

4. Publicly recognizing and rewarding their successes. This provides employees with recognition, a sense of belonging to an organization that cares about them, and a feeling of accomplishment. When you do this, it helps to make the work itself intrinsically motivating.

Motivating people for a short period of time is not very difficult. A crisis will often do just that. Motivating people over a longer period of time is far more difficult. It is also far more important.

Motivation over time requires frequent communication of visions and strategies. That communication must go beyond just informing; it must excite people by connecting to their values. People's involvement in deciding how to implement the vision must be real. Avoid manipulating, like the manager who orchestrated meetings in which people were asked for their opinions, and then twisted the opinions until they fit the manager's preexisting plan. Once employees undertake efforts to reach the vision, support them. And don't forget to sincerely reward and recognize their successes.

CRITICAL INCIDENT
INEFFECTIVE PERFORMANCE

Occurrence: A WID manager openly resisted changes to the way his section went about their business. When approached by employees with ideas or improvements, the manager was often heard to say, "If it ain't broke, don't fix it. We've been doing business this way for a number years and it works just fine." The manager had no vision or strategies for his section other than to "keep doing what you're doing."

Impact: (1) This manager's employees were frustrated because they could not implement positive changes. The result - low morale. (2) The manager's section suffered a lot of audit hits - times were changing, but this section was not responding.

Lessons learned: (1) You can't be an effective leader if you "leave the shift in neutral." Managers and supervisors must accept and encourage positive change. (2) Attempting to lead without a vision will end in failure.

Reference: A Force for Change by J. Kotter, 1990.

C. RECOGNIZING BASIC LEADERSHIP QUALITIES

Enabling Objectives

Upon completion of this section, the trainee will be able to perform the following:

1. Identify basic leadership qualities.
2. Given an employee-manager scenario, evaluate the manager's leadership qualities.

Many researchers have tried to identify leadership qualities. While there seems to be no one leadership type of personality, qualities common to many leaders have been identified. Developing the personal qualities described below may improve your capacity for leadership.

EMPATHY

To be empathetic, you have to be aware of the needs of your employees, and sensitive to and active in meeting these needs. When you can anticipate the needs and behaviors of your employees, you become in effect a "problem solver" for them. The more your employees see you as a problem solver, the more they will be motivated to help you. Thus, empathy enables you to more effectively influence and help individual employees. Empathy also will help you to encourage mutually helpful relations among group members and to win support for positive group effort.

MEMBER OF THE GROUP

Leaders must be a member of the group and share in the group's basic values and goals. This does not imply that to lead one must fraternize or be informally friendly with the group. Acting as if no differences in responsibility and status exist between you and the group may decrease your effectiveness as a leader.

This can be a fine line to walk. You must be member of the group in the sense that you identify with your employees and they identify with you. If you move too far from the group, you will lose your leadership. To be a leader, you must be identified by your employees as a group member. At the same time, you must not become "one of the guys or girls" to the extent that you submerge your position and status. This means that you should be sociable, friendly, and helpful, but not necessarily an intimate friend of each or any of the members of the group.

CONSIDERATION

The "considerate leader" helps in very practical ways, explaining actions, giving detailed instruction, and seeking to improve working conditions for his or her employees. Considerate leaders are not necessarily warm and sympathetic, but they are concerned when employees encounter problems and barriers on the job.

It will enhance your capacity for leadership if you develop your ability to be considerate in ways that your employees find practical and helpful. An example of consideration would be assisting an employee who is tied up in "red tape" and is uncertain about what to do. It is important that you be aware of the difficulties that may confront your employees, and that you are both willing and able to help them overcome these difficulties.

EMOTIONAL CONTROL

A quality exhibited by many good leaders is emotional control. With few exceptions, the great leaders in history have exhibited the ability to control their emotions in the face of immense crises and problems. Winston Churchill, George Washington, Napoleon, and Robert E. Lee were each viewed by their contemporaries as "islands of calm" during the heat of battle.

Why is emotional control important? Consider two people who lose emotional control during an argument. Both lose objectivity. Both say and do things that they later regret. Nothing is accomplished except alienation. Unfortunately this scenario is probably repeated thousands of times each day in the business world. The effective leader, however, keeps his or her emotions in check, thereby remaining in a position to make intelligent decisions, accomplish positive results, and serve as an "anchor" for his or her group during times of change or crisis.

DRIVE/ENERGY LEVEL

People who provide effective leadership always seem to have above-average energy levels, often much above average. They appear to thrive on achieving something important and being in a position to influence others to achieve. This inner drive is often associated with high personal standards, a certain dissatisfaction with the status quo, and a tendency to push for continuing improvements and achievement of goals. Observers often sense this restless ambition after being with leaders for only a short time. Even if it is not obvious on the surface, individuals who know these people well always talk about this quality.

A strong internal drive to achieve and succeed is probably essential, simply because leadership can be absolutely exhausting. The hours are long. The problems can be huge. Yet it may take sustained effort for years to accomplish the kinds of change associated with leadership. It is difficult to imagine people with less than a high level of internal drive handling the long hours required and the problems encountered over such a long period of time.

INTEGRITY

Integrity is another important quality of good leadership. The effective leader firmly adheres to his or her code of values. This does not mean that the leader is an inflexible person; to the contrary, effective leaders are often highly flexible and willing to compromise on many issues. However, effective leaders will not compromise when their core code of values are challenged. For example, a WID leader may compromise on an approach to solving a plant problem within the framework of operating policy. However, if the same manager is asked to perform an activity that violates a plant procedure, the manager refuses. In this instance, the violation of plant procedure challenged the leader's code of values.

Integrity is important for two reasons. Adhering to a code of values is essential to an individual's self-worth. Without self-worth, an individual cannot lead effectively. Producing movement and change frequently results in a barrage of challenges to the leader's role, expertise, and value to the organization. Without self-worth, it is unlikely that the leader will "survive" the barrage. Secondly, people expect leaders to operate on a high ethical plane; if a leader shows a lack of integrity, it is unlikely that the leader's people will follow the leader for long. An example of this is TV evangelist Jimmy Swaggart. Swaggart had an enormous following until his followers discovered that Swaggart had violated his self-professed code of values. Once they discovered that their leader lacked integrity, many of Swaggart's followers left his ministry.

SUMMARY

In this section we have discussed qualities common to many leaders. Leaders with these qualities will undoubtedly have greater opportunities to lead and will be called upon more frequently to lead than persons without these qualities. While there is no simple way to become a good leader, persons sincerely concerned with improving their capacity to lead can do so. In the next section, we will talk about basic leadership skills that can be learned to enhance your effectiveness.

References: New Understandings of Leadership by M. Ross and C. Hendry,
1957.
A Force for Change by J. Kotter, 1990.

D. DEVELOPING LEADERSHIP SKILLS

Enabling Objectives

Upon completion of this section, the trainee will be able to perform the following:

1. Identify the basic skills of leadership.
2. Identify ways to develop and upgrade leadership skills.
3. Given an employee-manager scenario, evaluate the manager's leadership skills.

This section will focus on skills one must possess or develop to become an effective leader. In discussing leadership skills, we will group them into three general categories: (1) communication skills, (2) understanding groups and individuals, and (3) accepting responsibility for getting things done.

COMMUNICATION SKILLS

The topic of communication will be thoroughly covered in MAST module MAS-106. Here we will focus on communication as the art of getting a message across. This is an important art for leaders to master. Groups cannot be united unless there is sufficient meaningful communication within the group. Furthermore, high morale is difficult to achieve unless communication processes operate to permit the development of mutual understanding. For these reasons, the establishment of adequate communication within groups is a factor that the leader cannot neglect. Effective leaders are good communicators. Whenever you are working with people, success depends on your ability to communicate.

Communication may be:

1. Written. Information is sent via letters, memos, reports, etcetera.
2. Spoken. The message is transmitted by the speaker via phone calls, speeches, and conversations.
3. Unwritten and Unspoken. The message is transmitted by physical messages, distracting habits, etcetera.

Here are some tips on becoming a good communicator:

WRITTEN COMMUNICATION

1. Be brief. Stick to the subject; avoid confusing your readers.

2. Be accurate. Check all the facts before putting anything on paper.

3. Keep it simple. Don't use confusing terminology or unnecessarily complicated explanations.

SPOKEN COMMUNICATION

1. Develop your speaking skills. Speaking, whether to an individual or to a group, is a skill that improves with practice.

2. Be timely. Present only information that is current and relevant. Also make it a point to be on time and stick to the schedule.

3. Practice good listening habits. Be courteous and pay attention to what is said. Take notes, and ask questions if you are confused.

4. Stay objective. Even if you disagree with what you hear, don't let your emotions interfere with clear thinking. Summarize without injecting your opinions.

UNWRITTEN AND UNSPOKEN COMMUNICATION

1. Manage your physical messages. Crossing your arms may create a barrier, while smiling may help you connect with your listener.

2. Minimize distracting habits. Pencil tapping, doodling, drumming fingers all distract the listener from your message.

Remember: Communication is the key to developing and using all other leadership skills. People cannot work together without communicating. Communication skills can be upgraded by taking classes, observing others, and practicing new skills as often as possible.

UNDERSTANDING OF GROUPS AND INDIVIDUALS

Leadership calls for insight and ability to understand groups and individuals. We will talk about three ways you can begin to develop this understanding: (1) become "team-minded," (2) get to know the people around you, and (3) treat others as individuals.

BECOME TEAM MINDED

You can become team-minded by helping to develop team spirit. As a leader, you can encourage enthusiasm and a sense of belonging among group members by demonstrating these qualities:

1. Friendliness. Others will be more willing to share ideas if you show interest in them as people.

2. Understanding. Everyone makes mistakes. Try to be constructive, tolerant and tactful when offering criticism.

3. Fairness. Fair treatment and equal opportunity often lead to good efforts from group members.

4. Selflessness. Group members will take their tasks more seriously if you show that group goals take precedence over your personal goals.

Another way you can become team-minded is by keeping everyone working toward team goals. A team of individuals working <u>together</u>, sharing ideas and responsibilities, can accomplish much more than a team of individuals working <u>alone</u>.

1. Remind everyone of the group's purposes from time to time. It is easy to become side-tracked and lose sight of goals.

2. Provide encouragement and motivation by showing your appreciation for good ideas and extra effort.

3. Harmonize differences and disagreements between group members by stressing cooperation. Don't hesitate to make decisions when necessary.

4. Involve everyone in discussions and decisions; ask for opinions and ideas.

GET TO KNOW THE PEOPLE AROUND YOU

Everyone has different abilities, wants, needs and purposes in life. To get along with other people and get results, you need to find out what makes them tick.

1. Interact with group members as often as possible. The best way to get to know someone is through direct personal contact.

2. Become familiar with every member of your group or organization. Take note of each person's unique qualities and characteristics.

TREAT OTHERS AS INDIVIDUALS

Put your knowledge and understanding of each group member to work.

1. Be aware of expectations. Everyone needs individual treatment because everyone expects something different - recognition, a chance to learn, a chance to work with other people, etcetera.

2. Be creative. A dull, repetitious routine can cause boredom and poor performance. The successful leader is often the one who thinks of new (and better) approaches to old ways of doing things.

3. Provide rewards. There is no substitute for a pat on the back. It is a source of personal satisfaction and positive reinforcement for a job well done.

4. Delegate responsibilities. All employees should share the work to be done, so that everybody can share pride in the group's accomplishments. Everyone should know what is expected of him/her, what resources are available, what deadlines to meet, etcetera.

Your skill at understanding groups and individuals can be upgraded by getting to know the people around you and by completing MAS-101 (Basic Management/Supervision Concepts).

ACCEPT RESPONSIBILITY FOR GETTING THINGS DONE

Everyone can and should excel in this aspect of leadership. Become actively involved. You can't do it all alone, but you can help get the job done better and faster if you perform the following:

1. Seek help and information. Ask for advice if you need it. This will encourage group involvement and help accomplish group goals.

2. Make things happen. By being decisive, energetic and enthusiastic, you can and will help get things done.

3. Know when and how to say "no." If your time and resources are already committed, turn down extra tasks, but do it politely.

4. Take the initiative. Why stand around and wait for someone else to get things started? Roll up your sleeves and dig right in.

5. Offer help and information. Your unique knowledge and skills may be just what is needed.

You can upgrade your skill at accepting responsibility and new ideas by making an effort to take on bigger, more creative challenges.

SUMMARY

The three general categories of leadership skills are: (1) communication skills, (2) understanding groups and individuals, and (3) accepting responsibility for getting things done. Start working on your leadership skills today by performing the following:

1. Watch and learn from other effective leaders wherever you find them.

2. Read about leadership techniques, and practice them whenever you can.
3. Review this module from time to time.

Lead the way to a successful future for the WID!

CRITICAL INCIDENT
EFFECTIVE PERFORMANCE

Occurrence: A WID employee was not especially effective on the job and was not perceived as a leader. The employee had problems with written and oral communications and was seen as a "loner." The employee initiated a self-improvement plan. He took college classes and training courses to improve communication skills. The employee practiced the newly learned skills on the job to become proficient. He also became less of a loner by working with other employees and departments more often. The employee starting participating in more group activities.

Impact: As a result of these behavior changes, the employee is now successful in his position. Because of his contributions, he is valued as a team member. Furthermore, the employee is slowly emerging as a leader in his department.

Lessons learned: (1) Leadership <u>can</u> be developed. (2) <u>Everyone</u> has the capacity for leadership.

References: <u>New Understandings of Leadership</u> by M. Ross and C. Hendry,
1957.
<u>How to Develop Your Leadership Skills</u>, Channing L. Bete Co.,

Inc., 1990.

E. MODULE EPILOGUE

Enabling Objectives

Upon completion of this section, the trainee will be able to perform the following:

1. Identify leadership responsibilities designated by the General Manager.

2. Given an employee-manager scenario, evaluate the manager's effectiveness at meeting the leadership responsibilities designated by the General Manager.

In this module, we have discussed leadership functions, qualities, and skills. The General Manager has identified further leadership responsibilities that WID managers and supervisors must meet. Each of these responsibilities will be more comprehensively covered in other MAST modules.

1. Ownership. Your area of responsibility is yours; you can't "pass the baton" and abdicate your responsibilities. Manage your area of responsibility with the same care you would if you owned it.

2. Total quality. You are responsible for leading your employees toward the achievement of total quality objectives.

3. Employee concerns. As a leader, your employees expect you to listen to and respond to their concerns.

4. Planning. You cannot lead effectively if you do not take time to plan. This will help you to travel efficiently in the direction you have set.

5. Customer relations. As you lead, never lose sight of our overriding concern - meeting the needs of our customers - internal and external.

6. Feedback and monitoring. The key is to "expect" and "inspect" - communicate your expectations; then inspect to ensure that your expectations are met.

PRACTICE TEST

1. A manager's department was inspected by auditors. The auditors pointed out an OSHA violation. The manager responded by saying, "That's not my problem anymore. I turned in a work order to have it fixed". Was this a GOOD practice? Why?

   a. YES - The manager's responsibility for the violation ceased at the time he completed the work order
   b. NO - The manager should have told the auditor that the violation was still there because the department that responds to work orders is overloaded with work
   c. NO - The manager's comment revealed a lack of ownership

   (E.1,.2)

2. A manager was approached by an employee who wanted to improve her leadership skills. The employee asked the manager to recommend some techniques that would help increase her leadership skills. The manager replied, "I'm sorry, but leadership skills can't be improved." Was this a GOOD answer? Why?

   a. YES - People are born with leadership skills, and upgrading those skills is not possible
   b. NO - Leadership skills can be developed
   c. NO - The manager should have said that the employee would not have a chance to practice leadership until after she became a supervisor

   (D.3)

3. A manager made it a practice to politely say "no" to extra tasks when time and resources in her department were already committed. Was this a GOOD practice? Why?

   a. YES - Managers and supervisors have to know when to say "no."
   b. YES - Managers and supervisors should never accept tasks unless assigned by the department head
   c. NO - A good leader never turns down extra work
   d. NO - It is best to keep plenty of idle resources around so that you never have to turn down extra work

   (D.3)

4. Leadership produces

a. continuation of the status quo.
b. specific, daily objectives.
c. movement and change.
(B.2)

5. Bad visions tend to

a. ignore the legitimate needs and rights of important constituencies.
b. be supported by strategies.
c. be feasible.
d. be specific enough to provide real guidance to people, yet vague enough to encourage initiative and to remain relevant under a variety of conditions.

(B.4)

6. A manager is attempting to line up people behind a vision. In communicating this direction, it would be a GOOD practice for the manager to

a. communicate the direction only once, because you don't want people to get tired of the direction.
b. limit the target population to a few key employees.
c. use simple images or metaphors when possible.

(B.4)

7. A leader had a vision about where his organization needed to go to function effectively in the future. He spent a lot of time and other resources up front to fully communicate his vision. The manager then discontinued the communications campaign to "roll up his sleeves and make the vision happen." Was this a GOOD practice?

a. YES - the manager was conserving valuable organizational resources
b. YES - the manager was being careful not to cause employees to be wary by overcommunicating
c. NO - motivation over time requires frequent communication of visions and strategies

(B.4)

8. A supervisor participated in departmental activities. At the same time, the supervisor did NOT make efforts to become regarded as "one of the guys." Were these GOOD practices? Why?

a. YES - the supervisor was properly functioning as both a group member and the group's leader
b. NO - the supervisor was not fraternizing enough with her employees

c. NO - the supervisor should have never made any distinctions between herself and her employees -- it is the role of a supervisor to become "one of the guys"

(C.1,.2)

9. The "considerate leader"

a. tries to solve all problems employees encounter at home or at work.
b. agrees with all employee concerns.
c. tries to avoid helping employees so that they can learn on their own and grow competent.
d. is not necessarily warm and sympathetic, but is concerned and helpful when employees encounter barriers on the job.

(C.1,.2)

10. At a meeting, a manager was told that his budget would have to be cut for the next fiscal year. The manager pounded the table with his fist and screamed, "I can't *$#*@# believe this! In my opinion, you people should go back to office and figure out what you are doing!" Did this manager exhibit effective leadership skills? Why?

a. YES -- good leaders use their emotions to manipulate their audience to achieve their visions
b. YES -- the manager used spoken and physical communications to make his point; it is likely that this leader will not have his budget cut
c. NO -- the manager should not have sworn; otherwise, the manager was demonstrating effective leadership skills
d. NO -- the manager lost control of his emotions and objectivity

(C.3)

ANSWERS AND FEEDBACK FOR PRACTICE TEST

1. c. NO - The manager's comment revealed a lack of ownership

2. b. NO - Leadership skills can be developed

3. a. YES - Managers and supervisors have to know when to say "no."

4. c. movement and change.

5. a. ignore the legitimate needs and rights of important constituencies.

6. c. use simple images or metaphors when possible.

7. c. NO - motivation over time requires frequent communication of visions and strategies

8. a. YES - the supervisor was properly functioning as both a group member and the group's leader

9. d. is not necessarily warm and sympathetic, but is concerned and helpful when employees encounter barriers on the job.

10. d. NO -- the manager lost control of his emotions and objectivity

If you scored 80% or higher on the practice test, you are ready to take the module examination; please see the HRD Training Coordinator.

If you scored less than 80% on the practice test, please re-read the module and take the practice test again. If you still have questions, contact the HRD Training Coordinator.